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ABSTRACT

This guide is intended for use in conducting a review of adult and community educational programs. The procedures explained in the manual are geared toward conducting a program evaluation that is intended to (1) serve as an educational tool that program practitioners can use in gaining a better understanding of the ways in which their program should be operated and (2) be supportive of local adult and community education programs by recognizing activities that are commendable and by making recommendations that are primarily geared to strengthening the program under review. The first of the guide's four sections covers the following aspects of the review process: review team selection, characteristics that review team members should possess, review team responsibilities, development of a sample agenda and program review process checklist, review documents, exit interviews, and written evaluation reports. Demographic information, organizational charts, and previous program review reports are discussed in the chapter on gaining an overview of the community in which the program is being offered. The third chapter outlines procedures for collecting and analyzing data on the following areas: program philosophy and policies; program content (with separate sections on general; vocational; high school completion; and literacy, adult basic education, and English-as-a-second-language programs and programs for disabled persons); personnel; community linkages; physical environment; and financial management. The fourth section is a sample evaluation report. (MN)

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PROGRAM REVIEW BOOKLET

Prepared by R. K. Poulson

1985

Revised by Cynthia Tanous

1986

This is your Program Review Instrument. It is divided into sections intended to make the process of evaluation as efficient and simple as possible.

The purposes of a program review are fourfold:

1. To conduct an on-site review of a local adult and community education program.

2. To commit to writing the state-of-the-art of a local adult and community education program in relationship to philosophy and policies, program areas, personnel, community linkages, physical environment, and financial management.

3. To be an educational tool so that members of a team may better understand the direction and the operation of a local program.

4. To be supportive of a local adult and community education program through recognizing activities that are commendable and making recommendations on those issues/activities that would help to strengthen the program.

It is imperative that the review document be received by all concerned at least ten days before the program review takes place. To that end, directors are strongly advised to read through this booklet carefully. DACE consultants are prepared to spend a day on-site with the director and other review team personnel to provide technical assistance in preparing for the program review. Directors should have any questions about this booklet, documentation needs and the program review in general ready for the consultant at that time.

All program directors should thoroughly familiarize themselves with Section I: The Review Process.

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Section I: The Review Process

Section I: The Review Process

Section I addresses the training necessary for a local program administrator, support personnel, school administrators and community members to participate in an effective review process. There are a number of ways of doing this; some are more effective than others.

1. Participate in a program review as a team member in another community.

2. Participate in the review process training sessions sponsored by the Adult Education Staff Development Project as they are offered.

3. Have a technical assistance visit from member(s) of the Division of Adult and Community Education regarding the review process.

Each option is considered to be very useful; but in order to maximize its usefulness, directors should make sure that they are thoroughly familiar with this instrument and with the requirements of the program review day itself.

Section I A: Review Team Selection

One of the major components of the program review is the review team itself. This team consists of two or more state department consultants and a number of community members. Team members should be selected at least one month prior to the review. There should be a minimum of three community persons for each state staff member; and, ideally, there should be a balance of community representatives of the community at large, including the various income levels, educational levels, businesses and industries extant. All team members must be aware of and prepared to commit the time necessary to the tasks to be performed.

Representation on the review team:

Members from the Division of Adult and Community Education
Local school board members*
Members of the local advisory council (if an Advisory Council exists)
Adult education students
Representatives of business/industry/community
Adult and community education director from another community

With regard to the last mentioned representative, also referred to as the "outside director," it is important that the local director choose this person carefully. An experienced outside director can be of great assistance to the team.

Team members from the Division of Adult and Community Education depend on local team members to share their perceptions of community needs. If the review report is to be helpful in providing future program direction, local team members must be heavily involved with the development of the recommendations.

* A minimum of 2 board members must participate.

Section I B: Review Team Members

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Section I B: Review Team Members

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Name _____ Represents: _____

Address _____

Telephone _____

Section I C: Review Team Responsibilities

The Division of Adult and Community Education suggests that the responsibilities of the local review team should include the following:

1. Attend overview/orientation session provided by director.

2. Form sub-groups and prepare itinerary, agenda, etc.

3. Attend program review which will involve reviewing records, participating in interviews, visiting classes, drafting the report, preparing commendations and recommendations, and participating in the exit interview.

The review team will plan the following contacts to be made within a local school district by team sub-groups:

Director, assistant director, and supervisors
Superintendent of Schools
Regional vocational director
Community members
Secretary
Students
Teachers
Custodial staff
Learning center personnel
Other agencies such as: library, recreation department, town office, vocational technical institutes, job services, Cooperative Extension Service, Literacy Volunteers of Maine
Others

The following sample agenda and review process checklist can be used to assist the local Review Team members in scheduling the program review day.

Section I D: Sample Agenda

First Day:

9:00 A.M.	Team meets with Department for preparation and explanation of review process.
9:30 A.M.	Welcome from local unit administrators Introductions between local team members and State Dept. Personnel Comments from Superintendent Director's presentation Purpose of the review (State Dept.) Schedule for review Sub-group assignments
10:30 A.M.	Team starts review process (Review past report. This needs to be attached to current review instrument.)
12:00 Noon	Lunch
1:00 P.M.	Conduct scheduled interviews, review records
4:00 P.M.	Team consultation
5:00 P.M.	Dinner
7:00 P.M.	Class visitations
8:00 P.M.	Review team convenes to develop report and decide on additional assignments if required.

Second Day:

9:00 A.M.	Review team reconvenes to finalize report.
11:00 A.M.	Exit interview with school administrators and director of program

Section I E: Program Review Process Checklist

[] 1. Date of local training

[] 2. Outside director invited

[] 3. Review team members recruited

[] 4. Luncheon and dinner reservations made

[] 5. Documentation prepared and booklet sent on time

[] 6. Teachers prepared for class visitations

[] 7. Appointments made for other visits on the review schedule*

*Please discuss this with the consultant assigned to provide you with technical assistance. He or she will help you decide upon the number of sub-committees needed, their assignments, and the persons with whom they should be scheduled.

Section I F: The Review Document

The effectiveness of the program review day is largely dependent on the proper preparation of the Review Document. Directors and support personnel should take full advantage of State Department personnel in asking for assistance regarding the appropriate documentation to be prepared for team review.

With the exception of Section I B, Section I need not be included in the Review Document mailed to participants if the local review team members have participated in a training session prior to the day of the review.

Section I G: The Exit Interview

As the Review Team completes the on-site visit, it is most essential that direct feedback be provided to local school administrators, school board members, advisory council members, and community representatives as well as to the director and support personnel with regard to the commendations, observations and recommendations that have been made by the program review team. This is accomplished in the form of an oral exit interview.

When the various commendations, observations and recommendations are verbally and informally presented, a forum is provided which ensures clarity and uniformity of opinion on all fronts.

Section I H: The Written Report

Team members from the Division will be responsible for the actual writing of the report. Consultants will develop a narrative for each area--philosophy and policies, program, personnel, community linkages, physical environment, and financial management--based on information included in the Review Document and observations made by the sub-committees during the day-long review process. Recommendations relating to each area will follow the narrative.

Also included in the written report will be an over-all impression of the program and a summary of the previous review report with regard to strengths, recommendations, and follow-up..

All statements will represent a consensus of the Review Team's observations and recommendations.

A copy is sent to the administration of the local educational agency, to the director of the local program, and a copy is kept on file at the Division of Adult and Community Education for future reference.

Section II: Community Overview

Section II A: Demographic Information

Demographic data is obtainable from the State Planning Office or from the local municipal offices.

1. Total Population of area served (over age 18): _____

2. List by community the number of persons age eighteen or over without a high school credential:

   _____

   _____

   _____

   _____

3. Income Levels:

   family _____

   personal _____

4. Value of Community in $: _____

5. Major Business/Industries: _____

   _____

6. Type of Governance of School Unit: _____

   _____

7. Mil rate for total taxation: _____

   Portion of mil rate for schools: _____

8. % Adult Education budget is of total commitment to education in Administrative budget: _____

9. Unduplicated count of individuals participating in adult education classes during previous two semesters: _____

Section II B: Organizational Chart

Administrative Unit: _____

Fiscal Year: _____

Mailing Address: _____

_____

Telephone: _____

Cities/Towns Included: _____

_____

_____

_____

Unit Part of a vocational center []
vocational region []
other []

Name of Superintendent of Schools: _____

Name of Director of Adult & Community Education: _____

Name of High School Principal: _____

Name of Vocational Director: _____

Yes	No	
		1. An organizational charge showing lines of authority is attached.
		2. The Administrative Unit has an Administrative Team.
		3. The Adult Education Director is a member of the Administrative Team.

Comments:

_____

_____

_____

Section II C: Previous Program Review

In order to understand the current program, it is necessary to review past reports and recommendations.

1. Copy of previous program review report needs to be attached.

   Comments:

   _____

   _____

   _____

2. Program responses to the recommendations from the above report.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Section III: Specific Data

A. Philosophy and policies
B. Program
   1) General
   2) Vocational
   3) High School Completion
   4) Literacy/ABE/ESL/Handicapped
C. Personnel
D. Community Linkages
E. Physical Environment
F. Financial Management

Section III A: Philosophy/Policies

Yes | No

If yes, attach documentation.

1. A board policy is available stating the commitment to operate adult and community education programs.

   Comments:

2. Program goals, objectives and priorities have been identified, written, and are available for review.

   Comments:

3. Local operating policies have been defined and are available in written form for the instructors.

   Comments:

4. An organizational chart showing lines of responsibility within the total system as it applies to adult and community education is available. (Inclusion in Section II B is sufficient.)

   Comments:

Yes	No	
		5. An evaluation plan has been written and is available for review. Comments:
		6. A local advisory committee is in operation and minutes of the committee meetings are available. Comments:
		7. There is evidence available that the local advisory committee has assisted in the development, planning and evaluation of the adult and community education program. Comments:
		8. An operational policy for the advisory Committee is attached to this page. Comments:

Yes	No	
		9. The local advisory council represents the following segments of the community: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Comments:
		10. The local advisory council is involved with the following program areas: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Comments:

Section III B (1): General Evening School

Number of general evening school courses offered during the current semester. [ ]

Number of self-sustaining activities/courses. [ ]

Number of enrollments in all classes. [ ]

Average number of enrollment per class. [ ]

Number of mini-courses (1 to 6 sessions). [ ]

Number of students receiving high school credits for participation in these offerings. [ ]

Most popular class:_____

Identify two courses you feel are outstanding:_____

_____

What makes them outstanding?_____

_____

_____

Identify two courses you feel could be improved:_____

_____

What necessary steps should be taken to improve them?_____

_____

_____

_____

A current course outline is on file for each course. Yes [ ] No [ ]

Total number of students served (unduplicated): [ ]

Total number of classes: [ ]

Total number of teachers employed: [ ]

Attach a copy of current brochure or program listing.

Section III B (2): Adult Vocational Education

Number of courses this semester funded as adult vocational courses: [ ]

Number of enrollments in this category: [ ]

Percent of students who fall into the formal definitions for adult vocational education: [ ]

Number of students participating in adult vocational education offerings who are receiving high school credits for participation: [ ]

Number of vocational students completing program sequence leading to entry level skills: [ ]

Number of REGISTERED Maine State Apprenticeship Council apprentices enrolled in vocational offerings: [ ]

Percent of supplies used for teaching (expendable) as opposed to supplies used on individual or school projects: [ ]

Identify recent efforts to offer joint programming with other vocational deliverers, i.e., VTI's, Vocational Regions, and Centers:

_____

_____

_____

Identify additional funding sources for vocational training available in your local area, regionally, or statewide for which you have written proposals, applications: _____

_____

_____

Identify specific industrial training activities: _____

_____

_____

Identify two offerings you feel are outstanding: _____

_____

What makes them outstanding?: _____

_____

_____

Section III B (2): Adult Vocational Education (Continued)

Identify two offerings you feel could be improved:_____

_____

What necessary steps should be taken to improve them?_____

_____

List and briefly describe efforts to make instructional services accessible to adults in your service area:

1._____

2._____

3._____

4._____

5._____

Total number of students served (unduplicated): [ ]
Total number of teachers employed in Adult Vocational Education: [ ]
Total number of vocational classes: [ ]

Section III B (2): Adult Vocational Education (Continued)

Yes	No	
		1. Current course outlines are on file for each course offered. Comments:
		2. In regional centers, a file is maintained for each apprentice assigned to that institution and cumulative records are kept on that apprentice. Comments:
		3. Student absentees and dropouts are contacted and comments are placed in the student's files. Comments:
		4. A series of courses leading to entry-level skills development is available for preparatory students. Comments:
		5. Counseling services are available to adult vocational students.

Yes	No	
		6. These services include Career Exploration and/or Personal Development activities. Comments:
		7. Attendance and makeup policies are attached to this page. Comments:
		8. A needs assessment has been conducted regarding vocational training needs within the past 24 months. Comments:
		9. Guidance is available which indicates a regular flow of information between vocational training needs and the adult delivery system. Comments:

Section III B(3): Adult High School Completion

Diploma

Number of courses funded as high school credit courses during this past semester. [ ]

Total number of enrollments in this category. [ ]

Percent of enrollments which fall into formal program definitions for these offerings. [ ]

Identify two courses you feel are outstanding._____

_____

What makes them outstanding?_____

_____

Identify two courses you feel could be improved._____

_____

What necessary steps should be taken to improve them?_____

_____

_____

List and briefly describe efforts to make instructional services accessible to adults in your service area:

1._____

2._____

3._____

4._____

5._____

Total number of students served (unduplicated): [ ]

Total number of classes: [ ]

Total number of High School completion teachers employed: [ ]

Section III B (3) Continued:

Yes | No

1. An individual cumulative folder on each adult high school diploma student is kept which includes:

   a. Name, address, etc.
   b. Statement of goals
   c. Beginning competencies
   d. An individual program of study
   e. Ending competencies
   f. Dates of enrollment

   Comments:

2. Documentation in student folder includes credits awarded through adult high school diploma regulations.

   Comments:

3. Diagnostic Testing/Counseling is available to adult high school candidates.

   Comments:

4. This local educational agency is using general evening school courses for high school diploma credits. Explain:

   Comments:

Yes	No	
		5. Student absentees and dropouts are contacted and comments are placed in the student's folder. Comments:
		6. Attendance and makeup policies are attached to this page.
		7. A written policy is in effect describing evaluation and grading options. Comments:

Yes	No	
		8. A graduation ceremony is held. Comments:
		9. The diploma awarded is identifical to that awarded to regular high school students. Comments:
		10. The Superintendent of Schools awards the diploma. Comments:
		11. Notice that the student has received a diploma is forwarded to the last school attended so that records may be updated. Comments:

Section III B (3): Adult High School Completion

Diploma, Continued

Yes	No	
		1. The external credit option (ECO) is available. If yes, continue answering the following. Comments:
		2. The director and some staff members have attended an ECO training session. Comments:
		3. A copy of local guidelines for ECO is attached to this page. Comments:

What curriculums are presently in use?

1. _____

2. _____

3. _____

What tests are used to determine reading level?

1. _____

2. _____

3. _____

Section III B (3): Adult High School Completion

GED

1. Number of students enrolled in G.E.D. preparation in previous school year. [ ]

2. Number of persons taking G.E.D. test in previous school year. [ ]

3. Number of students passing G.E.D. test in previous school year. [ ]

4. Number of total students during previous three years:

   (1) taking tests [ ]
   (2) passing tests [ ]

5. Individual folders are maintained on each GED candidate which includes social data, pre-test scores, the student's individual plan, and, upon completion, the official GED transcript. Yes ____ No____

6. Opportunities are provided to prepare a student to take the G.E.D. test (check which):

   _____ a. Individual counseling
   _____ b. Preparatory courses
   _____ c. Home study
   _____ d. Other
   _____ e. None

   Comments:

7. The GED pre-test is used for all new candidates. Yes____ No____

8. Diagnostic results are used to develop each student's individual plan. Yes____ No____

   If no, describe how each student's individual plan is developed:

   _____

   _____

9. List and briefly describe efforts to make instructional services accessible to adults in your service area:

   1._____

   2._____

3. _____

4. _____

5. _____

10. Total number of teachers employed in G.E.D. [ ]

Yes | No

11. Documentation for permission of under-aged G.E.D. candidates to test has been maintained.

Comments:

12. Permanent record cards have been maintained locally for individuals who have passed or failed the G.E.D. or who have began but did not complete the test.

Comments:

13. All candidates' records for G.E.D. are current.

Comments:

14. Documentation for waiver of G.E.D. testing fees are available and on file.

Comments:

15. Records indicate that all required materials are sent to State office on time (cards, money, etc.)

Comments:

Yes | No

16. Every GED candidate receives counseling prior to testing; such counseling includes a description of alternative high school completion programs and a record of such counseling is included in the student's record folder.

    Comments:

17. Every GED examinee who fails the examination receives post-test administrative counseling and a record of such counseling is included in the student's record folder.

    Comments:

18. Upon completion of G.E.D., the previous school attended is informed of student's certificate number.

    Comments:

19. GED recipients are honored at a traditional adult graduation with graduates of the regular diploma program.

    Comments:

20. GED recipients are honored at a separate recognition ceremony.

    Comments:

Section III B(4): Adult Basic Education/Adult Literacy/ESL/Handicapped

Please attach ABE goals, objectives, and budget if you have a federal ABE grant.

Participants and Level:

List the number of participants enrolled to this date in each of the following levels:

8-4 [ ]

5-8 [ ]

9-12 [ ]

ESL [ ]

Handicapped [ ]

Other [ ] (Please explain)_____

_____

_____

Total [ ]

List and briefly describe the efforts to make instructional services accessible to adults in your service area:

1._____

2._____

3._____

4._____

5._____

Total number teachers employed in Adult Basic Education/Adult Literacy/ESL/ Handicapped: [ ]

List agencies with which you have had cooperative agreements with in providing services to students enrolled in any of the above categories.

1._____

2._____

3._____

Yes	No	
		1. Cumulative folders for each student enrolled in these categories are on file and include: a. Name, address, etc. b. Statement of goals c. Beginning competencies d. Program of study (individual educational plan) e. Ending competencies f. Dates of enrollment Comments:
		2. Student absentees and dropouts are contacted and comments are placed in the student's files. Comments:
		3. Diagnostic testing/counseling is available to ABE/Literacy/ESL/Handicapped students. Comments:
		4. A Reconition Night or similar event is held for ABE participants. Comments.

Section III C: Personnel

Yes | No

1. A job description is written and available for the director of adult and community education.

   Comments:

2. Program supervision is assigned to an individual who is available during the hours the adult and community education program is in operation.

   Comments:

3. Job descriptions are available for the:
   a) secretary
   b) assistant director
   c) counselor
   d) others

   Comments:

4. All teachers and instructors are qualified according to State policy for adult education.

   Comments:

5. Personnel folders are kept on each teacher which include:
   a) records of experience and training
   b) staff development involvement documentation to a minimum of 6 hours per year
   c) teacher performance evaluation which may include student evaluations, formal and informal supervisory evaluations

Yes	No	
		6. The local educational agency provides evidence of evaluation of instructional activities. Comments:
		7. The local director has been involved in cluster activities. Comments:
		8. The local director has developed a personal administrative portfolio. Comments:
		9. The local program has provided opportunities for staff development and has required participation of local adult education staff. Comments:
		10. The local program provides evidence that all new teachers have participated in cluster training sessions for teaching adults. Comments:

Yes	No	
		11. The local educational agency provides evidence that all new teachers have participated in training sessions on orientation to local policies as outlined by the DACE Staff Development Project. Comments:
		12. The local director has conducted periodic assessments (every 2 years) of staff needs and has informed the DACE Staff Development Project of those needs. Comments:
		13. Staff development priorities have been identified and a staff development plan has been developed for the coming year. Comments:
		14. Evidence is available which indicates usage of the Adult and Community Education Resource Center. Comments:

Yes	No	
		15. Evidence is available showing that the local program encourages and supports teacher participation in professional organizations.

Comments:

Section III D: Community Linkages

Yes | No

1. There is documented evidence that a system has been identified and used to assess the needs and interests of the community (residential survey, student polls, etc.).

   Comments:

2. There is evidence that every program has established some form of interagency linkage.

Program	Agency
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

   Comments:

3. Programs have been conducted for the following industries/organizations:

Industry/organization	Contact Person
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

   Comments:

Yes	No	
		4. There is evidence that the school district has made facilities available to the adult learner. Comments:
		5. There is evidence that the program has used other community facilities to increase the accessibility of the program to the adult learners in its service area. Comments:
		6. There is evidence that the program has found ways to provide programming during the day as well as in the evening to increase the accessibility of the program to the adult learners in its service area. Comments:
		7. There is evidence that the program has found ways to use volunteers within its system. Comments:

Yes	No	
		8. There is evidence that the program has identified ways of responding to community social issues. Comments:
		9. There is evidence that the program has made use of community resources (facilities, human talents, agencies) other than those of education, to respond to the needs of the people in its service area. Comments:

Section III C: Community Linkages, Continued

Yes | No

10. Evidence is available that public relations activities are carried out.

    Comments:

11. Adult and community education in the local service area is publicized by use of:

    a. brochures
    b. newspaper articles
    c. radio
    d. television
    e. posters
    f. bulletin boards
    g. newsletters
    h. information to community service organizations
    i. bulk mailing
    j. other

    Comments:

12. Samples of public relations efforts follow this page.

    Comments:

13. Describe the P/R strategies used in this program:

    Comments:

SECTION III E: Physical Environment

Yes | No

1. The Adult Education Director has been assigned office space which provides for client privacy and adequate information storage.

   Comments:

2. A locked cabinet has been provided for student records and testing materials.

   Comments:

3. A phone is available for the Director's use during day and evening hours.

   Comments:

4. The telephone number publicized by Adult Education is answered by Adult Education:
   a) during the day
   b) during the evening

   Comments:

5. The Adult Education Director has easy access to business machines such as typewriters, photocopiers, etc.

   Comments:

Section III E: Physical Environment (Continued)

Yes	No

6. The Adult Education Program has easy access to the classroom space and equipment necessary for the provision of comprehensive programming.

   Comments:

SECTION III F: Financial Management

$_____ Amount approved or authorized for expenditure by warrant or council (gross budget)

A copy of the current year warrant must be attached to this page.

$_____ Amount raised from taxation from property tax.

$_____ Amount generated by fees regardless of disposition.

$_____ Amount carried forward into adult education account from previous year, if any.

$_____ Amount generated through School Finance Act (16-20-year-old)

Adult program has access to these funds: Yes ___ No ___

$_____ Other sources for funding this adult education program.

Identify:

$_____ source_____

$_____ source_____

$_____ source_____

$_____ What are the total dollars available for expenditure for this adult education program this year?

Estimate of expenditures attached ___

Mid-year of report attached ___

Year-end report attached ___

ADMINISTRATIVE COSTS

(Worksheet No. 1)

***SALARIES:	Full-Time/ Part-Time	*Annual Salary	Salary and Benefits	PERCENTAGE OF TIME SPENT IN EACH CATEGORY: % Adult Lit.	% Dip	% Gen.	% Voc.	% App.	% Handi.	% ABE	% Other 100%
Administrative											
Supervisory											
Clerical											
Other											

CITIZENS ADVISORY COUNCILS

TOTALS:

PERCENTAGES (x 70%)

SUBSIDY REQUEST

*Include Federal A.B.E. dollars
**Names of persons should be listed

Section III F: Financial Management (Continued)

1. Describe the fee structure for diploma credit courses:_____

_____

_____

2. Describe the lab fee structure for diploma credit courses:

_____

_____

3. Describe the book cost structure for diploma credit courses:

_____

_____

Yes	No	
		4. Procedures for assessing costs of non-residents are consistent with APA guidelines. Comments:
		5. The local educational agency can provide evidence that courses with less than 50 percent high school diploma have been identified and will be submitted for 50 percent state subsidy and not 75 percent state subsidy. Comments:

6. Describe the fee structure for vocational classes:

_____

_____

_____

7. Describe the lab fee structure for vocational classes:

_____

_____

_____

8. Describe the book cost structure for vocational classes:

_____

_____

Yes | No

9. The local educational agency can provide evidence that courses with less than 50 percent adult vocational education candidates have been identified and will be submitted for 50 percent state subsidy and not 75 percent state subsidy.

Comments:

10. Describe the fee structure for general evening courses:

_____

_____

11. Describe the lab fee structure for general evening courses:

_____

_____

12. Describe the book cost structure for general evening courses:

_____

_____

13. Federal [ ], state [ ], local [ ], other [ ] funds are used for the operation and maintenance of the local advisory council.

Comments:

Yes	No

14. Receipts are issued for all student transactions such as payment of registration fees, books, sales, etc.

Comments:

15. Receipts are issued for all monies received for GED.

Comments:

Section IV: Sample Program Review Report

STATE OF MAINE

Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

SECTION IV: Sample Program Review Report

Mr. John Greene
Director of Adult Education
Winnecook High School
Brennan, ME 03089

Dear John:

Thank you for the opportunity to review the Brennan Adult Education Program on April 9-10, 1982.

I. STATEMENT OF FACT

The review began at 10:00 a.m. on April 9, 1982 and concluded with an exit interview at 11:00 a.m. on April 10, 1982. The program review team included: Bill Noyes, Chairperson, Brennan School Committee; Thomas Morgan, local businessman; Alice Morrow, ABE student; Jim Burns, Adult Education Guidance Counselor; Megan O'Ryan, Local Advisory Committee; Bob Blue, visiting Adult Education Director; Dave McCullough, Clayton Blood, Robert Curran and Robert Crotzer, members of the Division of Adult and Community Education.

II. SCOPE OF REVIEW

The Review Team interviewed the following persons: Sherman Williams, Superintendent of Schools; John Greene, Director of Adult Education; Dave Jones, High School Principal; Mary Smith, High School Guidance Counselor; Bill Coos, Regional Vocational Director; Sandra Oxford and Beth Day, community members, Alice Andrews, Adult Education Secretary; Jim Benson, Business Manager; Tom Wombat, Custodian; various teachers, students, agency and municipal representatives.

III. PREVIOUS REPORT

A review conducted April 3, 1977, indicated strengths in the areas of good instructional activities, positive attitude on the part of staff and students, and a variety of well-publicized program offerings in excellent facilities. These positive aspects of the program appear to have been further developed and enhanced.

The recommendations of the Review Team centered around the lack of written philosophy, policies, and job descriptions, the lack of communication and cooperation between day-school and adult education, and the lack of support staff for the Adult Education Office.

These issues have been successfully addressed with the exception of support staff. This issue will be further outlined under "Observations and Recommendations."

IV. CURRENT STATUS

A. OVERALL IMPRESSION

The Brennan Adult Education Program is a well-run adult education program offering comprehensive programs to a wide-range of adult learners.

B. OBSERVATIONS & RECOMMENDATIONS

1) Philosophy/Policies

It is noteworthy that the Brennan School Committee has adopted a well-developed philosophy regarding adult education and has a series of written policies supporting that philosophy. Job descriptions for all personnel exist and are endorsed by the School Committee.

The Review Team has no recommendations in this area.

2) Program

The High School Completion Program offers a broad-range of diploma classes and also offers open-entry, open-exit GED preparation classes. Extensive use of the External Credit Option and learning centers allow students to enter instruction immediately. GED testing is available at flexible times year-round. Every effort is made to meet student needs. Particularly commendable is the well-planned Adult Education Graduation ceremony which includes both diploma and GED recipients.

Student records are up-to-date and adequate. These records are maintained in the central office; however, no information regarding completion is sent to the student's previous school.

Although academic counseling is available, career counseling and personal development activities are not offered. Course outlines are on file.

The Review Team makes the following recommendations in the area of High School Completion:

a) THE LAST SCHOOL ATTENDED BY THE STUDENT BE NOTIFIED WHEN THE STUDENT RECEIVES A DIPLOMA OR HIGH SCHOOL EQUIVALENCY CERTIFICATE; AND

b) CONSIDERATION BE GIVEN TO MAKING CAREER EXPLORATION AND PERSONAL DEVELOPMENT ACTIVITIES AVAILABLE TO THE ADULT DIPLOMA OR GED STUDENT.

The Brennan Adult Education Program offers several vocational programs in conjunction with the vocational regional center. The strongest program in this area appears to be in the clerical area where a series of sequenced courses prepares students for entry-level positions. All courses have outlines on file.

It was observed that some area businesses have needs for specific short-term training which could be addressed through the adult education program. While academic counseling is available, no vocational counseling is offered.

The Review Team recommends that:

a) THE DIRECTOR MEET WITH REPRESENTATIVES OF LOCAL BUSINESSES TO INFORM THEM OF THE TRAINING OPPORTUNITIES AVAILABLE THROUGH ADULT EDUCATION;

b) CONTACT BE MADE WITH VARIOUS ORGANIZATIONS SUCH AS ROTARY TO ENHANCE AWARENESS OF BUSINESS/INDUSTRY TRAINING.

* c) A FORMAL APPROACH TO CAREER EXPLORATION AND PERSONNEL DEVELOPMENT BE DEVELOPED IN ORDER TO PROVIDE A VOCATIONAL COUNSELING COMPONENT.

A variety of general courses are offered with new courses being added each semester based on community feedback. Many workshops and mini-courses are offered and courses are regularly offered in each of the communities served by the program.

The Review Team made no recommendations in this area.

The Brennan Adult Education Program has a small ABE grant which it supplements with local literacy monies in order to provide basic education instruction to some 30 persons reading below the eighth grade level. Small group instruction is provided in each of the communities served. No classes are offered in ESL or Handicapped.

An area of concern was the relatively low number of ABE students who transition into the high school completion program.

The Review Team recommends:

* a) THAT THE ADVISORY COMMITTEE FROM A TASK FORCE PRIMARILY COMPRISED OF ABE STUDENTS TO EXPLORE THE REASONS STUDENTS ARE NOT MOVING INTO HIGH SCHOOL COMPLETION PROGRAMS AND TO DEVELOP STRATEGIES TO REMOVE ANY BARRIERS IDENTIFIED; AND

b) THE NEED FOR ESL OR HANDICAPPED CLASSES SHOULD BE EXPLORED.

3. Personnel

The Brennan Adult Education Program is to be commended for its competent, caring staff. Teachers were enthusiastic and interested in participating in staff development activities. Job descriptions were available for all staff, and the Director was repeatedly commended for his availability during both day and evening. He has been consistently supportive for students enrolled in high school completion programs and has assisted with post-secondary placements. Day-school personnel indicated strong support for the adult program.

Individual personnel folders for all staff include application forms outlining previous training and experience, a record of courses taught, a record of staff development participation, and student evaluations of the instructor's course.

Secretarial support for the Director is limited to ten hours per week, two and a half hours each evening. The Director is forced to handle a great deal of work which should more appropriately be handled by a secretary. In addition, there is no telephone coverage during the day when the Director is not in the office.

The Review Team recommends:

* a) THE PROGRAM EXPLORE EXPANDING SECRETARIAL SUPPORT

4. Community Linkages

The Director has utilized Human Services and municipal resources to meet expressed student needs and as a source of referrals. However, there has been little outreach to business and industry and related agencies.

The program utilizes a strong, active Advisory Council which meets on a regular basis to update policies and plan for program development.

Publicity for the program has been very effective with an area-wide bulk-mailed brochure twice per year. There was discussion regarding changing the format of the brochure.

The Review Team recommends:

a) INCREASED CONTACT WITH BUSINESS AND INDUSTRY AND LABOR-RELATED AGENCIES SUCH AS JTPA; AND

* b) A LARGER PROGRAM FLYER BE DEVELOPED TO INCLUDE EXPLANATIONS OF ALL PROGRAM OPTIONS AND BRIEF DESCRIPTIONS OF EACH OFFERING WITH THE NAME OF THE INSTRUCTOR; SUCH FLYER TO BE DISTRIBUTED TWO TO THREE WEEKS PRIOR TO THE BEGINNING OF CLASSES.

5) Physical Facility

The Brennan Adult Education Program has excellent office space with storage, a phone, filing cabinets, a typewriter, and access to a photocopier.

Scheduling of classroom space for adult education classes and use of equipment poses no problems. There is an excellent attitude of cooperation between day and evening staff.

The Review Team has no recommendations in this area.

6) Financial Management

The fiscal procedures utilized by the Brennan Adult Education Program are sound and in-line with state guidelines. The Director develops the budget with the Advisory Council and presents it to the Superintendent. Control of the registration fees lies with the Director and are used to enrich the program.

It was observed that student do not receive receipts as they register and pay for courses. Also, the Adult Education Program has never requested access to the monies generated through the 16-20 subsidy.

The Review Team recommends:

a) THAT AN EXPANDED REGISTRATION FORM BE DEVELOPED THAT WOULD PROVIDE EACH STUDENT WITH A RECEIPT FOR THE AMOUNT PAID;

b) THE DIRECTOR AND ADVISORY COUNCIL EXPLORE WAYS OF STRENGTHENING THE HIGH SCHOOL COMPLETION PROGRAM THROUGH THE USE OF THE 16-20 SUBSIDY.

The Review Team considers those recommendations which are starred and underlined to be the highest priority.

If you have any questions or concerns regarding any aspect of this report, please feel free to contact us. Once again, thank you for the opportunity to review the Brennan Adult Education Program.

On behalf of the Review Team,

Sincerely,